

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • X-2

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards;
 Game board;
 Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Story of Immigration* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What does immigration mean? (moving from one country to another to live)

What are some reasons people immigrate? (to find a better life, religious freedom)

Where did the immigrants described in this passage come from? (western Europe, Northern Europe, Asia)

If time permits, repeat the steps above using part 2 of the passage, *The Story of Immigration*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and spread them face down on the table. Have the child turn over two cards. If the words mean the same thing (synonyms) and the child recognizes their similar meaning, the child gets to keep the cards. If the words are not synonyms or the child doesn't recognize them as synonyms, he/she turns the cards over. It is now your turn. Repeat the game as time permits.

Part 1

Even before there were countries with borders, humans moved from region 11
 to region seeking a better life. Later, as nations were established, people 23
 continued to move. But in order for people to enter a country, they had to 38
 seek permission from the government of the country they were entering. 49
 These people came to be known as immigrants. Their movement was called 61
 immigration. 62

Some historians have identified four major waves of immigration to the United 74
 States. The earliest wave occurred before the United States was a country. 86
 People came to the New World seeking religious freedom and to start a new 100
 life in a location offering many opportunities. This wave lasted from the early 113
 1600s until about 1830. Most of the immigrants were from western Europe. 125
 They settled in the northeastern part of the country. 134

Another wave of immigration took place from 1870 until 1890. This wave 146
 included a continuation of immigrants from areas similar to the first wave. 158
 It also saw many people from northern Europe, from an area known as 171
 Scandinavia, come to America. Asians, especially people from China, were 181
 part of this wave. 185



European immigrants arrive in New York.

Part 2

The next wave, which lasted from 1890 to 1930, saw the biggest influx of 14
 immigrants to the United States. During the peak of this immigration wave, 26
 just after 1900, close to a million people came to the U.S. each year. Many 41
 of these people came from southern Europe, particularly Italy, and eastern 52
 European countries such as Austria, Hungary, Poland, and Russia. 61

The last wave started in the mid-1960s and is still going on today. This 76
 modern-time immigration wave can be linked to civil strife, political upheaval, 88
 and war in other parts of the world. For example, from the 1960s through 102
 the 1990s, many Cubans left Cuba to escape the repressive government of 114
 Fidel Castro. From about 1965 to 1975, more than 250,000 Cubans were 126
 airlifted to the United States. The wars in Southeast Asia brought many 138
 people from Cambodia, Laos, and Vietnam to the United States. 148

This current wave of immigration has seen many people from Spanish-speaking 160
 countries in Central and South America coming to the United States, as well as 174
 people from Caribbean nations. These people are looking to escape a life of 187
 poverty in their native countries. 192



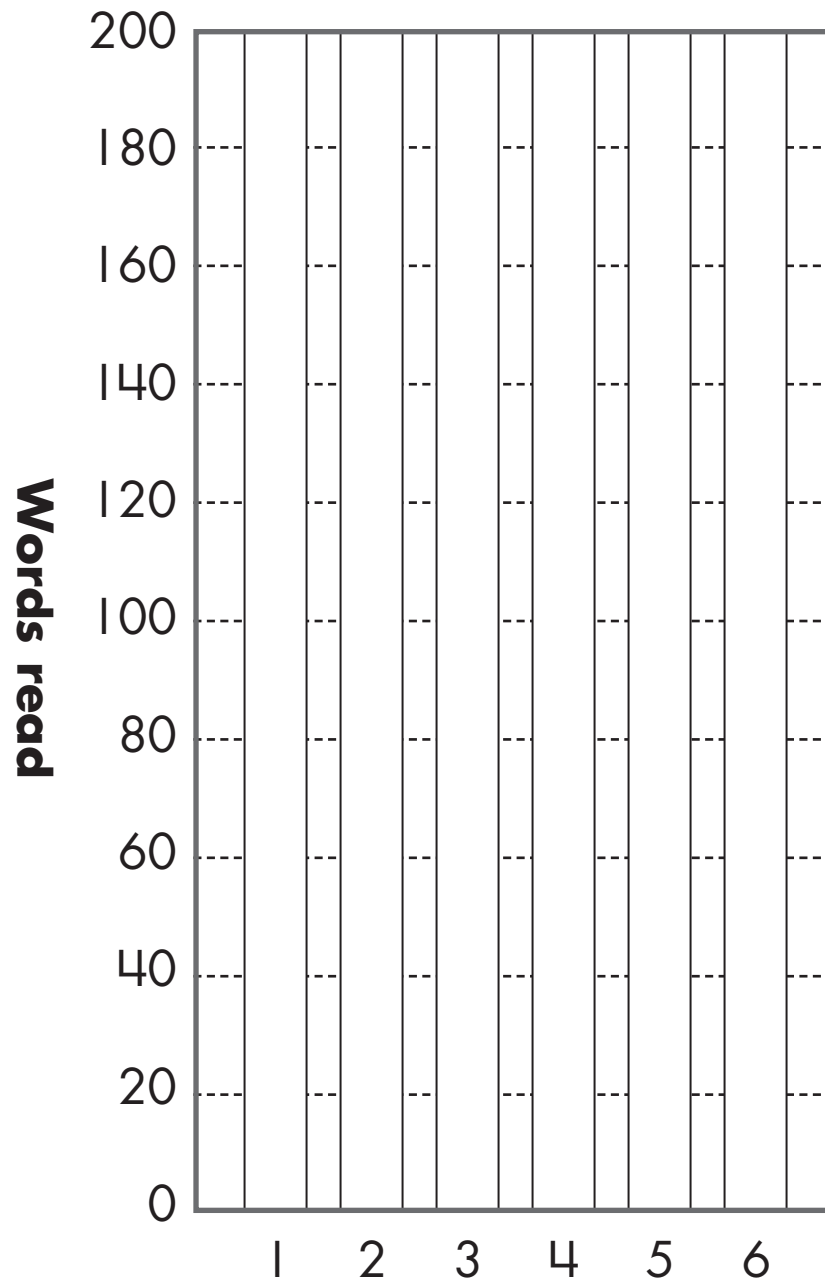
Refugees leave their
 homes in civil-war-
 torn Beirut for safety
 in an Israeli security
 zone, 1989.

Fluency

Repeated Reading Bar Graph

Lesson X-2

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6



strife

trouble

occurred

happened

upheaval

disturbance

influx

arrival

peak

height

particularly

especially

permission

approval

identified

recognized

Fluency

Game Board

Lesson X-2

